

# *Classrooms That Support Formative Assessment*

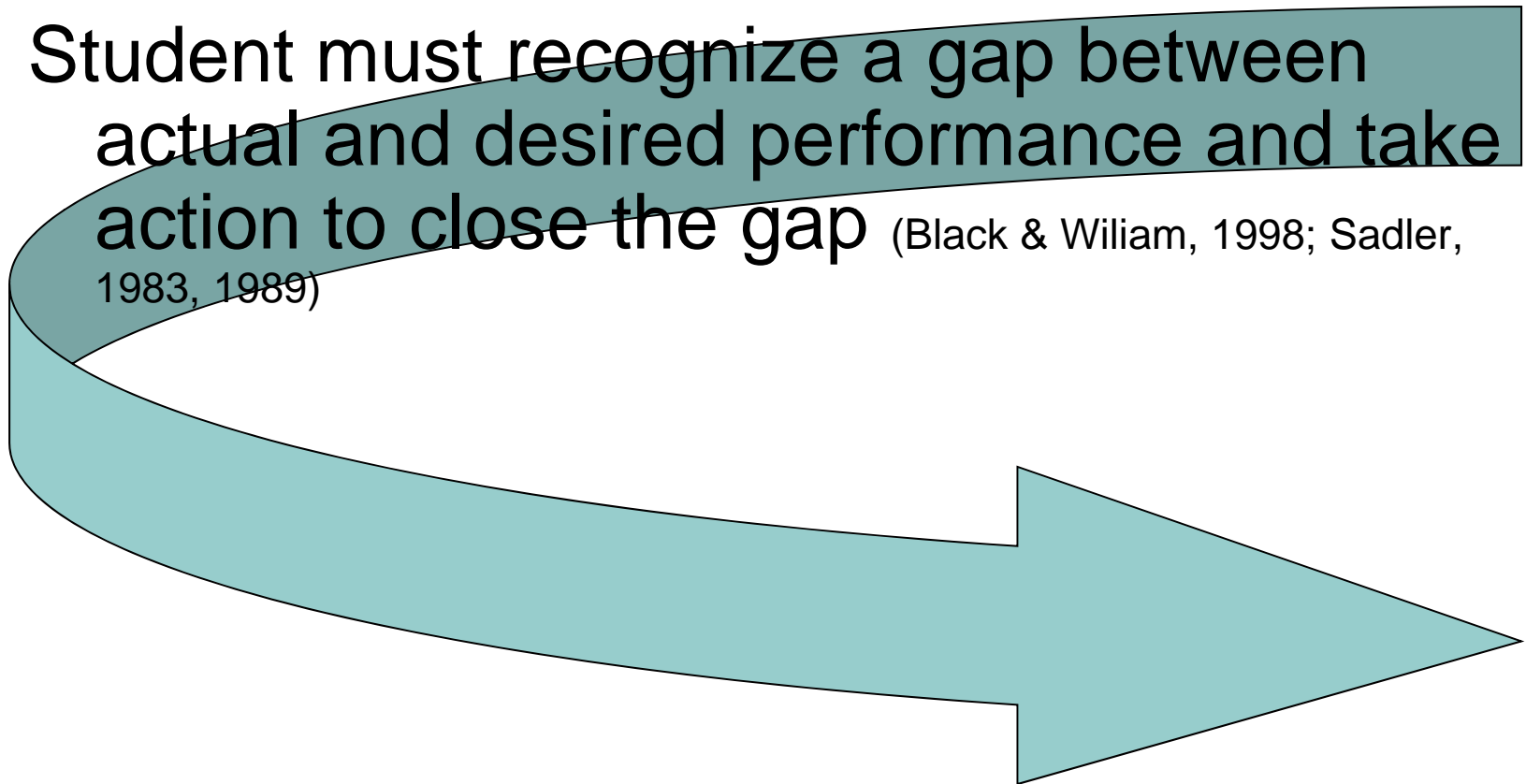
**Susan M. Brookhart, Ph.D.**  
***Consultant***

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## Formative Assessment is a cycle

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**Student must recognize a gap between actual and desired performance and take action to close the gap** (Black & Wiliam, 1998; Sadler, 1983, 1989)



# Students and teachers

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- (1) Focus on learning goals;
- (2) Compare current work to the goal; and
- (3) Take action to move closer to the goal.

# Formative assessment

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- Sharing learning targets and criteria for success
- Feedback that feeds forward
- Student goal-setting
- Student self-assessment
- Planning for and asking strategic questions
- Engaging students in asking effective questions

# Achievement goals

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- Mastery and performance goals
  - Approach and avoid
- Handout – Classroom structures that support mastery goals
- Note these also support formative assessment

# The nature of intelligence

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- Fixed or malleable? (Ames)
- “Mindset” (Dweck)
- Internal, unstable, controllable (Weiner)
- Use classroom structures that support a view that intelligence is learned

# Classroom climate

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- Role play
- Two handouts on the questioning climate of classrooms
- Self-reflection on the questioning climate in your classroom

# A “safe” environment for learning

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- Teach that mistakes are an opportunity to learn
- Avoid giving the impression that all work is “judged” and that some are “smart”
- Avoid assignments where students have to be “right” or “good at it” without practice or study
- Handouts describe climate for oral questioning



# Coordinating Formative and Summative Assessment

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- Graded assignments must match learning goals because they communicate what's important.
- **These are the same learning goals and criteria used in formative assessment.**
- **THEREFORE: The coordinating factor is the learning goal or standard.**

# Grading student achievement

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- Using grades as rewards & punishments undermines internal motivation.
- If grading standards seem out of reach, some students will stop trying.
- Grades should compare student work to standards & criteria, not to other students.

# Motivating students

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- MISCONCEPTION: Rewards and punishments motivate students
- Students are motivated by a sense of autonomy and control over their learning
- Grading practices that feel “done to” students will not motivate
- Grading practices that give students control will motivate

## Examples of grading practices that give students control

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- Ungraded practice tests to show students what to expect on a test and student reflection
- Use of exemplars for rubric-graded projects, that show the level of quality required
- Have students list the qualities of good work, and turn that into a self-check list

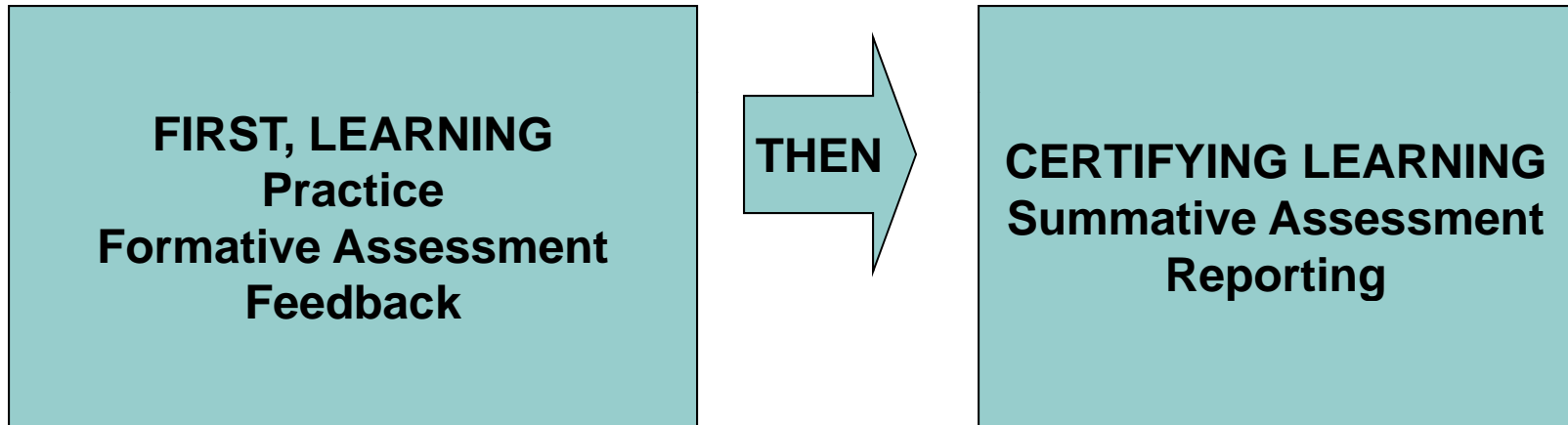
## More examples of grading practices that give students control

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- Use of checklists and self-assessment opportunities during work
- Use of interim assignments for larger projects
- Student goal-setting, followed by action plans for what/how to study and monitoring their own progress

# Coordinating Formative and Summative Assessment

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susanbrookhart@bresnan.net